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ABSTRACT

This selection policy statement for media materials incorporates guidelines contributed by academic departments in the University of Wisconsin-Stout, as well as by professional staff of the media retrieval services at Pierce Library. The overall special mission of the university and the special missions of learning resources and media retrieval services are outlined. Objectives, policies, and procedures for the selection process are presented, including the philosophy, ground rules for selection, preview policy for materials, collection review, periodicals, newspapers, films, other media, integrated shelving of resources, gifts, standing order monographs, pamphlets, reprints, theses and dissertations, paperbacks, the special collection, selection responsibilities, and annual review of the media selection policy. Four selection guides are defined--graduate level, instructional or teaching level, basic level, and minimum level. A level is assigned to each department subject area. Guidelines for selecting government documents and for collection review are attached. Four statements of the American Library Association including the Library Bill of Rights are appended. (KP)

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MEDIA SELECTION POLICY

MEDIA RETRIEVAL SERVICES-PIERCE LIBRARY
LEARNING RESOURCES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Philip Sawin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

UW-STOUT
MENOMONIE, WISCONSIN

January, 1978

IR005788

Submitted By _____
Director-M.R.S.

Approved By _____
Dean-Learning Resources

Approved By _____
Vice Chancellor-Academic Affairs

TABLE OF CONTENTS

	Introduction	1
	Mission Statements	
	A. Mission Statement: UW-Stout	ii
	B. Mission Statement: Learning Resources	iii
	C. Mission Statement: M.R.S.--Pierce Library	iii
I.	Philosophy	1
	Objectives: Media Retrieval Services--Pierce Library	
II.	Implementing Objectives: Ground Rules for Selection	
	Selection Obligation	2
	Selection Guidelines	3
III.	Other Aspects of Selection: Balancing Types of Media	4
IV.	Preview Policy	4
V.	Collection Review	4
VI.	Periodicals - Including Indexing and Abstracting Services	4
VII.	Newspapers	5
VIII.	Microformats	6
IX.	Films (16mm)	6
X.	Other Media	7
XI.	Integrated Shelving of Resources	7
XII.	Gifts	7
XIII.	Educational Materials Center	8
XIV.	Stout History Collection	8
XV.	Standing Order Monographs	9
XVI.	Pamphlets	9
XVII.	Reprints--Monographs	9
XVIII.	Theses and Dissertations	9
XIX.	Paperbacks	9
XX.	Special Collection	10

XXI.	Area Research Center	10
XXII.	Selection Responsibility	10
	Role of Collection Development Librarian	10
XXIII.	Annual Review of Media Selection Policy	11
	Definition of Selection Guides	12
	Table of Selection Levels By Subject	13-22
	Appendices	
	Documents Selection Guidelines	23-24
	Collection Review Guidelines	25-28
	Library Bill of Rights	29
	Intellectual Freedom Statement	30-32
	Statement on Labeling	32
	Resolution on Non-Removal of Challenged Library Materials	33
	Statement on Legal Title	34
	Certificate of Gift Receipt	35

INTRODUCTION

This Selection Policy Statement incorporates guidelines contributed by every academic department in the university, as well as by all members of the Media Retrieval Services-Pierce Library professional staff.

In 1973, M.R.S. invited each department to prepare a library resources policy statement for the library collection in its field. The standardized format made it possible for M.R.S. staff members to study each department's statement on a comparative basis. This profile was revised in 1977, using a different format but continuing to comparatively evaluate departmental needs.

After analyzing all replies, Media Retrieval Services has assigned to each subject classification one of four level designators. The designator indicates the depth of coverage to be maintained for that subject in the M.R.S. collection.

Present plans call for continuous review of this policy statement by M.R.S. staff, with input from department chairmen and program directors, and university faculty.

Included in the Appendices are copies of four statements by the American Library Association:

Library Bill of Rights
Intellectual Freedom Statement
Statement of Labeling
Resolution on Nonremoval of Challenged Library Materials

It is the intention of Media Retrieval Services to endorse and implement these statements.

UW-STOUT SPECIAL MISSION

The special character and purpose of the University of Wisconsin-Stout can be delineated by the following statements of its particular goals and responsibilities:

(a) The University should offer focused undergraduate institution-wide programs relating to professional careers in industry, home economics, applied arts, teacher education and the helping professions* with the goal of meeting statewide needs for specialized curricula in these areas.

(b) The University should offer selected basic graduate programs in its special mission areas.

(c) The University should provide trans-disciplinary programs which center upon the study of human development and interpersonal relationships, efficient practices of man in industry and education, and the relationship of man to technology, vocation, and society.

(d) The University programs will include a core of liberal arts to enhance, add meaning, and provide a foundation for the specialties of this University rather than programs with majors in the traditional arts and sciences.

(e) The University should experiment with new educational strategies and industrial technologies in the interest of improving the learning process.

(f) The University should develop appropriate interinstitutional relationships within the region and state, and with the Wisconsin Vocational, Technical and Adult Education System. (1)

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(1) UW-Stout Faculty Handbook, 1977, p. ID1

* such as vocational rehabilitation and guidance

UW-STOUT SPECIAL MISSION

(1976)

Learning Resources Mission Statement

To facilitate the learning process and instructional communications by providing media services to students and faculty. This involves:

(a) the selection, procurement, retrieval and effective utilization of all media;

(b) the design, production, and evaluation of audio-visual media;

(c) the effective application of computer technology to instruction, research and learning.

Media Retrieval Services--Pierce Library Mission

M.R.S. shall represent an integrated and unified approach to acquisitions, cataloging, storage and distribution of all media formats. Encouragement of learning through individual self-development shall be a major goal of library services.

MEDIA SELECTION POLICY

ROBERT L. PIERCE LIBRARY, UNIVERSITY OF WISCONSIN-STOUT

I. PHILOSOPHY

Building a university library resource collection is the responsibility of faculty members and the library staff. The collection can be custom-designed for this university's distinctive character only if all contributors to the design understand the missions of UW-Stout and of the Learning Resources division which includes the Library, and the objectives for Pierce Library which flow out of those missions.

Objectives: Media Retrieval Services--Pierce Library

Media Retrieval Services--Pierce Library is committed to an integrated and unified approach to the acquisitions, cataloging, storage, retrieval and service of learning resources, supporting UW-Stout's mission programs. MRS is an arm of instruction which promotes learning on a self-sufficient basis.

To carry out its commitments, MRS will:

1. Acquire materials which support Stout's academic mission by following an appropriate selection policy.

2. Maximize learning opportunities for all users by acquiring these materials in all types of media formats--books, pamphlets, periodicals, manuscripts, maps, microforms, microfiche, slides, films, audio and video cassettes.

3. Organize materials in collections and provide efficient retrieval systems to encourage use of materials.

4. Provide for instruction in the use of MRS-Pierce Library by methods such as programmed instruction, slide lectures, and self-conducted tours using portable guides such as cassette tape recorders and maps of the library.

5. Promote throughout the university an awareness of resources available through printed communications and through direct assistance to the instructor and to individual classes at the instructor's request.

6. Staff Media Retrieval Services with people who are committed to serving the public.

7. Establish equitable loan policies to encourage maximum use of resources.

8. Keep MRS in touch with latest developments in library and learning techniques by extensive participation in professional and academic activities.

II. IMPLEMENTING THE OBJECTIVES: GROUND RULES FOR SELECTION

The importance of judicious selection has increased proportionately with the exploding production of books, periodicals, and audio-visual media. Rising costs of acquiring, cataloging, housing, and servicing of resource collections also demand a prudent selection policy. MRS hopes that a written policy will increase the efficiency of selection for the University of Wisconsin-Stout and promote a wise use of funds.

A media selection policy cannot be permanent because resource collections are not static. A too-detailed media selection policy faces the prospect of almost immediate obsolescence. Yet a policy too broad in scope and unclear in definition will be of little use. This statement will make every effort to avoid both of these extremes.

The first step in building a selection policy is to define obligations and limitations for the collection. These elements, along with a preview policy to insure the usefulness of expensive purchases, are ground rules to protect the interests of each subject specialization in a balanced collection.

Selection Obligations

COURSE WORK..... MRS must provide resources to facilitate and enrich classroom instruction for every department of the university.

RESEARCH..... The collection must include the more specialized materials needed by students and faculty for independent research.

GENERAL INFORMATION..... Balanced learning requires general information resources in subject areas not covered by classroom instruction and research programs.

LANGUAGE..... Material will be collected primarily in the English language.

NEW CURRICULA..... MRS must maintain the flexibility to develop collections in new programs initiated by the Curriculum and Instruction Committee and approved by the Chancellor and expand existing subject collections to meet curriculum changes.

UW-STOUT HISTORY..... As a university library, Pierce Library has a responsibility to preserve printed and audio-visual materials concerning the history and development of UW-Stout and to collect and preserve publications of departments and schools of the university.

INTELLECTUAL FREEDOM..... Both in selecting and circulating resource materials, MRS must uphold this chief mission of all universities. MRS policies should remain in full accordance with the American Library Association's "Interpretations of the Library Bill of Rights", "The Intellectual Freedom Statement", "Statement of Labeling", and the Resolution

on Nonremoval of Challenged Library Materials" approved by the Intellectual Freedom Committee, June 20, 1971. (See Appendix) The latter statement declares that "as a matter of principle... no challenged library material should be removed from any library under any legal or extra-legal pressure, save after an independent determination by a judicial officer in a court of competent jurisdiction and only after an adversary hearing, in accordance with well established principles of law". 1

Selection Guidelines

SINGLE COPIES..... To prevent serious dilution of the collection, usual procedure will be to order only one copy of a title. MRS will purchase two copies only if heavy and continued use can be demonstrated.

RESERVE..... Multiple copies for "Reserve" use are limited to three, except in unusual circumstances. Ordinarily, when multiple copies are needed for this purpose, the first copy will be hardbound; the balance will be less expensive formats if available, such as paperback copies or microforms. For resources of required reading nature, the Rental Resources Service should be used.

SHARED RESOURCES..... Holdings of other libraries in this region and the possibility of sharing through Interlibrary Loan will be a factor in decisions to purchase expensive acquisitions.

OUT-OF-PRINT..... When lack of funds limits purchases, current publications will receive priority over out-of-print publications.

REPRODUCTIONS..... If originals are not obtainable or when cost for original materials is more, MRS may acquire materials in suitable reproductions which will often include microformats.

TEXTBOOKS..... In general, books used as textbooks for courses will not be acquired for permanent holdings.

RESEARCH PROJECTS..... MRS will not purchase extensive in-depth materials for short-term research projects of staff members or graduate students unless the selection stipulates coverage in that subject area.

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(1) "Up the Down Concourse/Dallas 1971: Documents". American Libraries, Vol. 2, No. 8, September, 1971, p. 833.

III. OTHER ASPECTS OF SELECTION: BALANCING TYPES OF MEDIA

Media Retrieval Services recognizes that the modern library is no longer simply a place where books are kept and read. In the midst of today's communications revolution, learning occurs most effectively when all types of media--audio cassettes, video cassettes, films, filmstrips, transparencies, slides, microforms, periodicals, newspapers, documents, pamphlets-- are available and used. All of these forms are considered resource materials for this collection, to be acquired and maintained in a balanced structure.

IV. PREVIEW POLICY

Because of the high costs of some types of materials and their range of quality, book and audio-visual materials costing more than $100.00 will be ordered "on approval", "for examination", or "for preview". If a distributor does not have an approval, examination or preview arrangement. MRS will purchase expensive materials from this source only if the item in question has been examined by the requestor, or if it has received more than one favorable review in acceptable reviewing sources.

One or more faculty specialists in the subject area and one or more media specialists will preview the material in question. They will report results of the examination on the Media Preview Evaluation Form. Films which have demonstrated use through the Film Rental Service will automatically be considered for purchase.

The Collection Development Librarian will make the final decision regarding purchase of previewed materials on the basis of these factors:

1. quality.
2. cost.
3. projected cost.
4. consistency with the mission of MRS.
5. maintaining balance of the collection.
6. established level of coverage for this subject area.

V. COLLECTION REVIEW (See appendix)

VI. PERIODICALS -- INCLUDING INDEXING AND ABSTRACTING SERVICES

Acquisition of periodicals requires a higher degree of selectivity than that of most monographic titles. Once MRS selects a serial, there is an on-going and costly commitment in terms of annual costs, binding and storage for an indefinite number of years. In addition, the rapidly growing number of periodicals published in recent years dictates increasing selectivity.

In the collection there is a:

1. Need for those journals listed in major highly used indexes/abstracts.
2. Need for those journals which will improve the knowledge of the industry.
3. Need for those journals which are basic to the particular mission area of the university. (To be determined by an acknowledged guide to the Literature.)
4. Need of the continued use of the journal once it is in the collection.

If a department requests a large number of periodical titles, MRS will ask the department to assign priorities among the titles. The priority set by the department will be one of several factors in the final decision to begin a periodical subscription. Other factors will include the following:

1. Does this title directly relate to one of UW-Stout's areas of specialization?
2. How well does the existing periodical collection cover the subject?
3. How much do library patrons use the present periodical holdings in this subject area?
4. Is the title covered by a major indexing or abstracting service?
5. What is the annual subscription rate in relation to the total amount budgeted by MRS for new subscriptions?

MRS will purchase "retrospective" (non-current) files of new periodicals as need dictates. Purchase of backfiles will be in the least expensive form available, usually microform.

VII. NEWSPAPERS

MRS will acquire newspapers on a current basis to meet the teaching and general informational needs of the university community. Selected titles will include domestic newspapers representing some of the major cities of the country, major state and local newspapers, and--on a highly selective basis--foreign newspapers.

In selecting new subscriptions, MRS will consider relevance of the newspaper to specific courses, current coverage of major geographical areas, and representation of diverse political and social viewpoints.

VIII. MICROFORMATS

Rising costs of storage dictate the consideration of microforms for retrospective acquisitions. (Microform is a generic term which includes all types of photocopies in which the scale is reduced as compared to the original, and which require an enlarger to be read.)

At the same time, decisions about microform purchase also must consider format. Equipment requirements should always be checked against MRS inventory before commitments are made to purchase microformats. This is necessary to insure that MRS has a projector which will read the reduction ratio of this particular microformat.

IX. FILMS (16mm)

Because of the high cost of films, purchasing decisions for such media demand particular care. Selection judgement of any 16mm film will consider these points:

1. Quality of the film.
2. Cost.
3. Projected use.
4. Relevancy of the film to the curriculum and Media Selection Policy.
5. Anticipated life expectancy of the film.
6. Collection balance.
7. Rental availability.
8. Film versus video cassette (If a presentation appears to be primarily for "within library use" video cassettes will be preferred).

The Film Rental Service of MRS makes possible a short-term use of films which is often a feasible alternative to the purchase of a film. Frequent rental of the same film, however, soon reaches a point where costs would exceed the price of purchase. Following are guidelines for determing whether a film is to be rented or purchased:

> Insofar as possible, those 16mm films which consume the largest portions of the film rental budget and which have repeated application in several areas of the curriculum will have the highest priority for purchase.
>
> Films which have low utilization, limited application, and low rental rates, or are available on a free loan basis, will have lowest priority for purchase and should be rented.

X. OTHER MEDIA

A truly integrated resource collection recognizes that students learn best through a variety of media formats. Builders of this collection should make every effort to provide that variety within each subject area. In some cases, this will mean duplication of subject matter, e.g., the collection may include the speeches of President Kennedy during the Cuban crisis, both in print format and in audio cassette or video format. Criteria for the purchase of other audio visual materials will be comparable to those established for film purchase.

XI. INTEGRATED SHELVING OF RESOURCES

It is the policy of MRS to shelve all media formats together by subject when physically possible. As an example, the print form and the audio or video form of President Kennedy's speeches would be shelved together. In keeping with this policy, MRS will strive to purchase or produce appropriate packaging to go with the audio visual material being ordered so that it can be stored on a shelf and labeled.

In some cases, transfer to another format will be necessary to incorporate the most efficient storage mode. For example, phonodiscs will be transferred to audio cassette format to prevent warping, scratches, and other damage.

XII. GIFTS

Gift materials are sometimes valuable sources for a library collection. On the other hand, often they are not appropriate to the library's objectives. Because the giving and receiving of gift materials involves public relations, adherence to a clearly stated gift policy is of particular importance.

No staff member shall make a definite commitment to accept gifts for MRS without the approval of Collection Development and/or the Director. Acceptance of these gifts shall include a clear statement that the library is free to keep or to give away, according to the judgement of those responsible for collection development.

In the case of gifts which have significant monetary value, primarily rare books, manuscripts and films, the Collection Development Librarian will insist on transfer of legal title by gift in a properly executed form. This form must be:

1. signed and dated by the donor and,

2. witnessed and dated by another party who is neither related to the donor nor employed by the institution receiving the gift.

There are to be no restrictions on disposal of unwanted items. Media Retrieval Services will not accept any temporary deposits. The Director of Development and Alumni Services at UW-Stout should be notified when significant gifts are presents, so that appropriate publicity may be arranged.

By order of the Board of Regents, MRS can not provide a statement of the value of gift items for income tax deductions or other purposes. Donors will be referred to appropriate catalogs, book dealers and indices if they wish to determine the value themselves.

XIII. EDUCATIONAL MATERIALS CENTER

The Educational Materials Center (EMC) is a specialized resource collection within MRS Pierce Library. The emphasis is to provide access to materials which are representative samples of learning resources written or designed for preschool and grade 14 level instruction.

Materials are selected for the EMC within three areas:

1. The Educational Materials Center school library collection provides material which is typically available to students within the modern school library. A children's literature collection is also a primary part of this representative school library collection.

2. The EMC maintains a textbook collection which emphasizes Stout's major areas of teacher education. Items selected within this area of the EMC are specifically those materials which are considered to be samples of textbooks and instructional aids which are currently available from major educational publishers.

3. Curriculum guides are collected from the United States and selected for the curriculum guide collection. This collection is directed toward the prospective teacher. It is intended to acquaint the teacher-education student with a wide range of programs and approaches used in classroom throughout the nation.

XIV. STOUT COLLECTION

The Stout Collection consists of materials relevant to UW-Stout as an institution. These include:

1. UW-Stout's annuals, yearbooks, catalogs, bulletins, directories, etc.

2. Autographed copies of books or other materials to or by UW-Stout presidents and chancellors.

3. Noteworthy materials authored by members of the UW-Stout administration or faculty.

4. Historical materials concerning UW-Stout.

5. Plan A theses.

This is a definitive collection and MRS will strive to acquire appropriate materials now scattered about the university or in private hands.

XV. STANDING ORDER MONOGRAPHS

MRS will make an annual reassessment of monographs on standing order, (titles in a series which MRS has contracted to receive on a continuous basis). Basis of the reassessment will be the continuing value of the materials and their relevance to our collection. Since courses, faculty, and department aims change, there must be a continuing effort to weed standing orders annually and, because of their continuous and expensive nature, standing order volumes will be selected with greater care than single volumes.

XVI. PAMPHLETS

MRS acquires pamphlets of current interest to students and faculty. Pamphlets considered "ephemeral" (of temporary relevance) are kept in the vertical file. Those of more lasting value, or potentially useful for research, are considered "permanent". These are catalogued and added to the classified collection.

XVII. REPRINTS--MONOGRAPHS

In recent years, the reprinting of out-of-print monographs has become a major facet of the publishing industry. MRS purchases monographs in reprint or microformat if the original cannot be located in the out-of-print market at a reasonable price. The quality of reprints varies greatly and prices are usually quite high. Decisions regarding purchase of monographs in reprint or microformat will be based upon cost and projected use.

XVIII. THESES AND DISSERTATIONS

MRS adds one microfiche copy of every Master's Plan A (thesis) and Plan B (research project) Paper and Educational Specialist Paper deposited by the Graduate College at UW-Stout. Doctoral dissertations and Masters' theses from other universities are purchases upon request only if they cover very specialized subjects, within the mission.

XIX. PAPERBACKS

MRS adds permanently-bound volumes to the collection, except in those cases where paperbound titles are originals. If the original edition of the title is

hardbound but is no longer readily available, the paperback edition is added. When possible, paperback editions also are as the second and third copies for "Reserve" use.

MRS maintains a small recreational paperback edition collection. This collection is uncatalogued and is not part of the main collection. The Collection Development Librarian reviews the selection of titles for the paperback collection.

XX. SPECIAL COLLECTION

The Special Collection consists of:

1. Books, manuscripts, or portfolios of unusual format or significant money value in UW-Stout's strong subject fields.
2. Unusual limited editions.
3. Noteworthy autographed materials not placed in the Stout Collection.

XXI. AREA RESEARCH CENTER

The Area Research Center is owned and operated by the Wisconsin State Historical Society. Any materials given to the Center becomes society property, to be used or given away as the Curator chooses.

Media Retrieval Services will offer to the Center materials concerning Dunn and Barron counties. No materials bearing directly on UW-Stout which belong in the Stout History Collection are to go to the Area Research Center.

The Wisconsin State Historical Society is responsible for the selection and cataloging of all materials in the Area Research Collection.

XXII. SELECTION RESPONSIBILITY

Role of the Collection Development Librarian

Media selection is a joint responsibility of the faculty and Media Retrieval Services staff. MRS welcomes faculty recommendations and solicits faculty help in building the collection. While it is the prerogative of every professional librarian and faculty member to participate in the media selection process, the primary responsibility for media selection policy and collection development - including adequacy and quality of selection rests with the Collection Development Librarian.

Working closely with faculty members, this person will screen the resources received on the initiative of media suppliers for consideration on "approval plans". The Collection Development Librarian also will evaluate the collection with a view to locating and selecting retrospective and current titles from the reviewing journals.

In order to achieve a balanced collection and to coordinate the resource development of the library as a whole, the MRS staff must also carry responsibility for collection development.

XXIII. ANNUAL REVIEW OF THE MEDIA SELECTION POLICY

The statement of policy which will guide the collection's growth must be responsive to change or it will quickly go out of date. The Collection Development Librarian and the Coordinator of Technical Services will review the Media Selection Policy annually. Suggested changes in policy will be referred to the Director of Media Retrieval Services.

DEFINITIONS OF SELECTION GUIDES

1. Graduate Level - A collection which include sources, both book and non-book, which will support graduate and specialist level work including materials containing research reports, new findings, scientific results and other information useful to studying for the graduate and fifth year degree. It should also include all important reference works and a wide selection of monographs, non-book material, as well as a definitive selection of journals and abstracting services in the field.

2. Instruction or Teaching Level - A collection which is adequate to support instruction or teaching level course work and/or independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes of less than research intensity. It includes a wide range of basic book and A-V material, a complete collection of the works of more important writers, selection of representative journals and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

3. Basic Level - A highly selective collection which serves to introduce and define minor subject majors and to indicate the varieties of information available elsewhere. It includes major reference books, selected editions of important works, historical surveys, important bibliographies and a few major periodicals in the field.

4. Minimal Level - A subject area which is out of scope for the University's mission, and in which few selections are made beyond very basic reference tools.

SUBJECT	SELECTION LEVEL
Accounting	3
Adult Education	2
Advertising	3
Aesthetics	3
Anthropology	
Archeological	3
Cultural	2
Human Ethnology	3
Physical	2
Appliance and equipment maintenance	2
Household and commercial food service equipment	2
Art	
Art Therapy	2
Ceramics	2
Design	2
Drawing	2
Glass	2
Lettering and Calligraphy	2
Metal	2
Painting	2
Sculpture	2
Wood, Plastics	2
Art History	
Art (including past to present)	2
Architecture	2
Auto Mechanics	2
Assembly in auto industry	3
Repair	3
Aviation	
Mechanics and technology	3
Pilot training	3
Biology	
Anatomy	2
Animal behavior	3
Bacteriology	2
Biochemistry	2
Botany	3
Ecology	3
Environmental	3

Biology
- Food microbiology: spoilage, preservatives..... 2
- General biology..... 2
- Genetics..... 3
- Human physiology..... 3
  - Cellular..... 3
  - Digestion..... 2

Building Construction..... 2
- Commercial building..... 2
- Concrete housing..... 2
- Construction materials..... 2
- Estimating..... 2
- HVAC..... 2
- Industrial building..... 2
- Industrialized housing..... 2
- Lumber construction..... 2
- Residential..... 2
- Solar heating..... 2
- Steel construction..... 2

Business Administration..... 2

Career Development..... 3

Chemical Dependency..... 1

Chemistry
- Analytical..... 3
- Biochemistry..... 2
- Consumer products..... 2
- Dietetic..... 2
- Environmental..... 3
- Food and drug
  - Additives: nutrients, emulsifiers, stabilizers, solutions, colloids, suspensions..... 2
- Industrial chemistry..... 3
- Inorganic..... 3
- Physical..... 3
- Plastics..... 3
- Textiles..... 2

Child Development
- Child rearing..... 2
- History of childhood..... 3
- Language/Cognitive development..... 2
- Methods of child study..... 2
- Physical development..... 2
- Social/Emotional development..... 2
- Theories of development..... 2

Communication Systems..... 3

Consumer Education..... 2

Counseling..... 1
- Family: parent, marriage..... 1
- Guidance (kindergarten through college)..... 1
- Organization and management..... 1
- Rehabilitation..... 1
- Theory..... 2
- Vocational guidance..... 2

Design
- Apparel..... 2
- Architectural..... 2
- Drafting..... 2
- Environmental..... 2
- Furniture..... 2
- Industrial..... 2
- Interior decoration and furnishings..... 2
- Mechanical..... 2
- Packaging..... 2
- Product..... 2

Early childhood..... 2
- Battered child..... 2
- Creative activities..... 2
- Culturally disadvantaged..... 2
- Mentally handicapped..... 2
- Nursery schools and kindergartens..... 2

Economics
- Comparative economic systems: communist, socialist.... 2
- Consumer economics..... 2
- Family finance..... 2
- Food industries..... 2
- History..... 3
- International trade..... 3
- Labor economics..... 2
- Managerial economics..... 3
- Public finance..... 3
- Textile and clothing industries..... 2

Education
- Administration..... 1
- Audio-visual teaching aids..... 1
- Elementary, secondary and higher education curriculum: theory and practice..... 1
- Evaluation: classroom, testing..... 2
- History of education..... 3
- Individualized instruction..... 2

Education
- In-service education and supervision..... 2
- Instructional development..... 1
- Methods of teaching..... 1
- Philosophy of education..... 2
- Research..... 2
- Special education..... 2
- Vocational..... 1

Electronics..... 2
- Assembly in electronics industry..... 2
- Electricity..... 2
- Motors..... 2

Energy
- Energy systems..... 1
- Fluid power..... 1
- Fossil..... 1
- Reserves..... 1
- Solar..... 1

English
- Children's literature..... 2
- Critical rhetorical and expository writing..... 2
- Fundamentals: grammar and remedial..... 2
- Journalism..... 2
- Linguistics and history of English language..... 3
- Literature: prose and poetry..... 2
- Technical writing..... 2

Family living..... 2
- Aging..... 2
- Birth and death..... 1
- Emotional maturity..... 1
- Family planning..... 2
- Family relationships..... 1
- Handicapped, mental illness..... 1
- Marriage and alternative life styles..... 1
- Public Policy (children and families)..... 2
- Sexual behavior..... 2

Food, Food Service and Nutrition..... 1
- Diet, therapy and quackery..... 1
- Pesticides, insecticides, fungicides..... 2
- Preservation: hot, cold, irradiation, microwave..... 2
- Purchasing for institutions..... 2
- Selection and preparation..... 2
- Social, cultural and geographic dietary variations..... 2

French Language
- Culture, grammar and literature..... 3

Geography..... 3

Government
- American Foreign Policy..... 2
- American Government..... 2
- American State, Local (Urban) Politics (Wisconsin emphasis)..... 2
- Area studies..... 3
- Comparative Politics and Political Development..... 3
- International Politics, Organization (UN) and Global Order..... 2
- Normative and Empirical Political Theory..... 3
- Political Methodology and Analysis..... 3
- Political Socialization and Behavior (opinion, elections, voting, parties, and interest groups).... 2
- Public Policy and Policy Making..... 2

Graphic Arts..... 2
- Industrial graphics..... 2
- Technical illustrations..... 3
- Drafting..... 3

Graphic Communications..... 2
- Cold and hot type..... 2
- Copy preparation..... 2
- Letter press, off set and screen process image transfer..... 2
- Printing..... 2
- Typography..... 2

History..... 3
- Asia..... 3
- Costume and textile..... 3
- England..... 3
- Latin America..... 3
- Russia..... 3
- United States..... 2
- Western civilization/ancient..... 2
- Other countries & regions..... 4

Home Economics..... 1
- Home economics education..... 1

Household mechanical systems..... 2

Housing, hotels and habitational environments..... 2

Information systems..... 2

Industrial Teacher Education..... 1

Industrial Technology 1

Industry 2
- Automation 3
- Cost analysis 3
- Foundries 3
- Injuries/rehabilitation 2
- Human factors engineering 2
- Methods engineering/time and motion studies, systems analysis and design, cost-effectiveness studies, flow charts 2
- Plant layout and materials handling 3
- Production control 3
- Quality control, work measurement and job evaluation ... 1
- Relationships, labor unions 2
- Standards 2

Leisure
- Psychology 2
- Sociology 2

Machine Shops
- Die and mold making 2
- Machine tool equipment 2
  - Numerical control 2
- Presses 2

Management
- Business 2
- Construction 2
- Hotel and motel 2
- Industrial 1
- Merchandising 2
- Production 2
- Restaurant and institutional food services 2
- Textile and clothing industry 2
- University and College Administration 3
- Women in management 3

Marketing and distributive education 2
- Cooperative vocational programs 2

Mathematics
- Applied 2
- Computer science and programming 2
  - Binary arithmetic 3
- Computers 2
- Mathematical models 2
- Statistics 2

Media
Audio-visual materials and preparation..... 2
Organization and selection..... 2
Retrieval systems and facilities planning..... 2

Metallurgy..... 2
Cast and sheet metals..... 2
Metallic materials and finishes..... 2

Minority groups
Culturally disadvantaged families..... 3

Music..... 2
Theory..... 2
Education - Early childhood education..... 2

Mythology..... 4

Occupational therapy..... 3

Packaging..... 2
Food..... 2

Philosophy..... 3

Photography: color, still, and motion picture..... 2
Graphic reproductions: line and halftone photography... 2
History of the film..... 2

Physical Education..... 2
Coaching..... 2
First aid and safety..... 2
Low skilled and highly skilled sports..... 3
Physical education for children..... 2
Physical training..... 2
Recreation..... 2

Physics..... 2
Acoustics..... 3
Atomic and nuclear..... 2
Electronics..... 2
Fundamentals..... 2
Heat and thermodynamics..... 2
Industrial..... 3
Mechanics..... 2
Optics..... 2
Strength of materials..... 2

Plastics: Technology
Compounding..... 3
Mold Making..... 2

Plastics: Technology
- Plastic materials ... 2
- Plastics Processing Equipment ... 2
- Plastics Processing Methods ... 2
- Plastic Product Development ... 2
- Polymers and Polymerization Processes ... 3
- Testing Plastic Materials ... 2

Psychology
- Abnormal ... 2
- Adolescent, juvenile delinquency ... 2
- Analytical ... 3
- Behavior modification ... 3
- Child ... 2
  - Behavior problems ... 1
  - Exceptional child ... 1
  - Play therapy ... 2
- Decision-making processes ... 1
- Differences in individuals and groups ... 3
- Educational ... 1
- Experimental ... 2
- Learning and learning difficulties ... 2
- Lifespan/Human development ... 1
- Mental health ... 1
- Multiple counseling, sensitivity training ... 2
- Personality ... 1
- Reading problems: readiness - prereadiness ... 2
- School psychology ... 1
- Testing/Measurements ... 2

Public Health: community hygiene--food related ... 2
- Disease and control, infections, deficiencies, intoxicants, metabolic ... 2
- Food sanitation ... 3
- Mental/Child Health ... 2

Rehabilitation ... 1
- Ambulation ... 1
- Diseases and other causes of handicaps: heart, circulatory, cerebral palsy, arthritis, epilepsy, hemophilia, burns, paralysis, paraplegia, brain and spinal cord injuries ... 2
- Interviewing and job placement ... 2
- Psychiatric and psychological factors ... 2
- Rehabilitation centers: institutions, sheltered workshops, in-service training ... 2
- Work adjustment ... 2
- Research techniques ... 2

Safety
- Fire..... 2
- Industrial and mechanical..... 2
- Safety education: driver and industrial..... 1

Sociology..... 2

Spainsh Language
- Culture, grammar and literature..... 3

Speech
- Correction, education for the handicapped..... 4
- Forensics..... 2
- Fundamentals: skills in public speaking..... 2
- Oral interpretation..... 2
- Parlimentary procedure and debate..... 2
- Persuasion..... 3

Statistics
- Business..... 2
- Education..... 2
- General..... 2
- Rehabilitation..... 2
- Demographic..... 2

Teacher Education
- Audio-visual communications..... 1
- Early childhood..... 1
- Graphic arts..... 2
- Guidance and counseling..... 1
- Home economics..... 1
- Industrial..... 1
- Physical education..... 2
- School psychology..... 1
- Vocational and technical school..... 1
- Vocational rehabilitation..... 1

Television and Radio
- Closed circuit and cable TV..... 2
- Industrial aids..... 4
- Networks and broadcasting industries..... 4
- Radio drama..... 3
- Radio news..... 3
- Radio programing..... 3
- Radio performance..... 3
- Radio recording procedures..... 3
- Rock music history..... 3
- Repair and servicing..... 3
- TV performance..... 3
- TV programing..... 3

Textiles and Clothing..... 1
Aesthetics..... 2
Care: laundry and products..... 2
Consumer aspects..... 2
Construction of apparel..... 2
Fashion..... 2
Manufacture..... 2
Psychological significance..... 2
Standards..... 2

Theatre
Acting..... 2
Directing..... 2
Drama, anthologies and single plays..... 2
Production and management..... 2
Stagecraft: design, construction, lighting..... 2
Theatre history..... 2

Tourism..... 1

Transportation
Applied: mechanics..... 1
History..... 2

Vocational Education..... 1

Vocational Evaluation..... 1
Situational assessment..... 1
Work evaluation systems..... 1
Work samples..... 1

Vocational Rehabilitation..... 1

Welding..... 2

Wood Technology..... 2
Cabinetmaking..... 2
Wood finishes..... 2

Womens Studies..... 3

Work
Psychology..... 2
Sociology..... 2

Zoology..... 3

DOCUMENT GUIDELINES

Documents

The following represents a set of guidelines to aid in the selection of documents for the MRS--Pierce Library. These are guidelines only. Questions on the selection of material that does not readily fit the guidelines will be referred to the Collection Development Librarian.

Definitions

1. Documents - A government document is any publication that is printed at government expense or published by authority of a governmental body. Documents are considered in terms of issuing agencies, which are the congressional, judiciary, and executive branches of the federal government. In terms of use, documents may be considered as (1) records of government administration; (2) research documents for specialists, including a considerable number of statistics and data of value to science and business; and (3) popular sources of information. The physical form may be a book, pamphlet, magazine, report, monograph, or microform.

2. Mission Statement - The purpose of the University-Stout and MRS--Pierce Library as found in the Media Selection Policy.

3. Media Selection Policy - The document which defines mission and scope of the MRS--Pierce Library.

4. Format - The type of material on which documents are available, i.e., fiche, film, or hard copy. Documents will be purchased on priority: (1) microformat, fiche to be preferred, (2) hard copy. There will be some instances when both fiche and hard copy are appropriate, i.e., government and state indexes, and reference materials.

Scope

Documents will be selected if they meet the following criteria:

1. The document is cited in a major index held by Pierce Library. For example: Monthly Catalog of U.S. Government Reports Index, ERIC Indexes, American Statistical Index, and Public Affairs Information Service.

2. The document meets the Media Selection Policy Statement.

Major Base Collection

The library maintains several unique collections on microfiche. These are:

1. Education Resources Information Center (ERIC)
2. American Statistical Index Collection
3. Society of Automotive Engineers Collection
4. Society of Mechanical Engineers Collection

These collections will be continued and will be the base collection in the particular subject or collection area.

Collections by Source

1. Federal Documents: In addition to the base collections (see above) documents will be purchased from Federal Agencies in two ways:

   1. Staff selected in high mission area.
   2. By request of patron in other areas.

2. Wisconsin Documents: Because UW-Stout is a part of the U.W. System, and because Stout's mission is inexorably a part of education in the State of Wisconsin, it is appropriate that Stout be a selected depository. Therefore, MRS--Pierce Library will establish a profile of state documents. which most closely matches our needs and the needs of the Selected Depository criteria. This criteria is based on: (1) hours open, (2) accessibility of collection, and (3) holdings of key state documents. In addition to the profile materials, Wisconsin documents will be acquired as requested by University Community.

3. State Documents (Non-Wisconsin): State Documents are also a valuable source of information. Because the bulk of items cited in the Monthly Checklist of State Publications is not necessarily related, acquisition of these documents will entail specialized review of appropriate bibliographies.

   Because State Documents material represents many agricultural experimental station titles, the Monthly Checklist of State Publications will be the primary selection tool for this type of material.

COLLECTION REVIEW GUIDELINES

UW-STOUT
MEDIA RETRIEVAL SERVICES-PIERCE LIBRARY

A WEEDING AND REPLACEMENT PROGRAM

Preliminary Statement

An institution that serves a specialized research program which is in harmony with the variety and comprehensiveness of the subject specialists it caters to, must keep in mind that weeding to whatever extent, will be both expensive and controversial.

The permanent collection shall be defined as that part of the total library holdings which remains in the central research collection as active and serviceable.

Philosophy of Program

Weeding and replacement shall be based on UW-Stout's mission and overall objectives of the Pierce Library. Both immediate and long range purposes of the resource collection will be a continuing primary consideration. Both weeding and replacement shall be deemed as a part of the same process; that of keeping the collection alive. If a document is dead, but the subject alive, new material must be found to meet current needs. This is replacement. Weeding shall be termed as quality control of the collection's usefulness, consisting of both withdrawal and storage as policy dictates.

Administration of Program

The program will be administered by a senior professional with a general knowledge of bibliography. Appointed by the director, he/she will be a person who is experienced and thoroughly familiar with library objectives and policy. A library technician supported by graduate assistants, as is necessary, will assist in actuating principles whenever possible. Advice will be drawn from subject specialists whenever necessary. Each week, a time will be set aside for review of documents where a decision is not easily discernible. Faculty will be invited to give their opinions and in cases where no agreement can be reached, the coordinator of technical services shall decide. The coordinator's decision will be based on a superior perspective of library objectives and UW-Stout's mission.

Principles of Program

Two main considerations are given: Those volumes weeded because of content, and those weeded because of condition. The principles outlined in the next pages should be regarded as being flexible guidelines to be used in conjunction with perceptive judgement.

BOOKS AND AUDIO VISUAL SOFTWARE
(Candidates for storage on 24-hour claim)

Any book or media item over 50 years old that shows little evidence of use, especially those in areas of remote institutional interest. (Note: 50 years is not sacred and can be adjusted to any date where relevancy is lost.)

Early printings of classics dated by print, binding, illustration, etc., not of "rare" value.

Out-of-date materials which no longer conform to prevailing ideas of presentation, i.e., courses of study, travel books, films, audio tapes, etc.

Any general works of science which are not of classic rank and have been efficiently superseded.

All textbooks of economics, education, sciences, and useful arts, except mathematics and occult sciences which are ten years old.

Obsolescent anthologies, ephemeral fiction, and outmoded translations not of determined research interest.

Audio discs that have been placed in cassette format.

Personal narratives and biography of obscure persons, e.g., war commentaries, evangelistic literature.

All non-current college publications, i.e., superseded yearbooks, trade catalogues,old legal reference material (except codes), old political campaign literature, propaganda, and older subject matter reference books that contain no unique subject content.

Non-Stout disserations and these with little evidence of use, especially outside institutional research areas.

BOOKS & AUDIO VISUAL SOFTWARE
(Candidates for Discard)

At least one copy of each edition of every book and A-V media in the collection that is directly related to the subject fields emphasized shall be retained. Additional copies shall be discarded as demand allows.

Reprints of titles where original is a part of collection and in good condition.

Worn or frail titles that serve no unique purpose, in too poor a condition to remain in collection.

Books that are in unusual languages that are available in libraries having particular responsibilities, i.e., Farmington Plan and P.L. 480 area assignments.

Copies of slides that have been transformed into other formats such as microfiche.

SERIALS
(Candidates for Discard)

Serial runs that are duplicated in microfiche.

Volumes of statistical series that contain essentially the same information (keep only latest edition).

Municipal reports and documents covering areas located outside region.

REPLACEMENT

Worn out copies with heavy and recent circulation statistics that still serve a unique purpose.

A-V prints that are damaged or have missing segments.

Titles in subject areas that have been superseded, such as economics, child care, pure sciences, etc.

Books with obsolete format, old standards of bookmaking which are unattractive and contain out-of-date illustrations, graphs, charts, etc.

SUMMARY

The mechanics of weeding and replacement depend on two main factors: (1) Identification of items to be considered and (2) Securing the best judgement as to disposal. Automated procedures can assist in the first, that of identification. The second factor, judgement, remains for the most part subjective. In this program, automated data will be utilized to the extent that the shelflist, as a beginning point, can provide. Punched-card and other machine-readable equipment will be employed to assist in identification of items for weeding and replacement. Some examples of the system's facility are:

1. Duplicates and materials that have definite and frequent use will be systematically considered for weeding and replacement by using publication date as a sorting factor.

2. Provision for material considered a permanent part of the collection will be done by assigning a specified code.

3. Lists of incomplete serials can be produced periodically for consideration of storage.

APPENDIX A

AMERICAN LIBRARY ASSOCIATION
Library Bill of Rights
Intellectual Freedom Statement
Statement on Labeling
Resolution on Nonremoval of Challenged Library Materials

LIBRARY BILL OF RIGHTS[3]

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality or the political or religious views of the writer.

2. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origins or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

By official action of the Council on February 3, 1951, the Library Bill of Rights shall be interpreted to apply to all materials and media of communication used or collected by libraries.

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[3]Adopted June 18, 1948, Amended February 1, 1961, by the A.L.A. Council.

INTELLECTUAL FREEDOM STATEMENT[4]

The heritage of free men is ours. In the Bill of Rights to the United States Constitution, the founders of our nation proclaimed certain fundamental freedoms to be essential to our form of government. Primary among these is the freedom of expression, specifically the right to publish diverse opinions and the right to unrestricted access to those opinions. As citizens committed to the full and free use of all communications media and as professional persons responsible for making the content of those media accessible to all without prejudice, we, the undersigned, wish to assert the public interest in the preservation of freedom of expression.

Through continuing judicial interpretations of the First Amendment to the United States Constitution, full freedom of expression has been guaranteed. Every American who aspires to the success of our experiment in democracy--who has faith in the political and social integrity of free men--must stand firm on those constitutional guarantees of essential rights. Such Americans can be expected to fulfill the responsibilities implicit in those rights.

We, therefore, affirm these propositions:

1. We will make available to everyone who needs or desires them the widest possible diversity of views and modes of expression, including those which are strange, unorthodox or unpopular. Creative thought is, by its nature, new. New ideas are always different and, to some people, distressing and even threatening. The creator of every new idea is likely to be regarded as unconventional--occasionally heretical--until his idea is first examined, then refined, then tested in its political, social, or moral applications. The characteristic ability of our governmental system to adapt to necessary change is vastly strengthened by the option of the people to choose freely from among conflicting opinions. To stifle nonconformist ideas at their inception would be to end the democratic process. Only through continuous weighing and selection from among opposing views, can free individuals obtain the strength needed for intelligent, constructive decisions and actions. In short, we need to understand not only what we believe, but why we believe as we do.

2. We need not endorse every idea contained in the materials we produce and make available. We serve the educational process by disseminating the knowledge and wisdom required for the growth of the mind and the expansion of learning. For us to employ our own political, moral, or esthetic views as standards for determining what materials are published or circulated conflicts with the public interest. We cannot foster true education by imposing on others the structure and content of our own opinions. We must preserve and enhance the people's right to a broader range of ideas than those held by any librarian or publisher or church or government. We hold that it is wrong to limit any person to those ideas and that information another believes to be true, good, and proper.

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[4]"Up the Down Concourse/Dallas, 1971: Documents." American Libraries, Vol. 2, No. 8, September, 1971, pp. 831-833.

INTELLECTUAL FREEDOM STATEMENT

3. We regard as irrelevant to the acceptance and distribution of any creative work the personal history or political affiliations of the author or others responsible for it or its publication. A work of art must be judged solely on its own merits. Creativity cannot flourish if its appraisal and acceptance by the community is influenced by the political views or private lives of the artists or the creators. A society that allows blacklists to be compiled and used to silence writers and artists cannot exist as a free society.

4. With every available legal means, we will challenge laws or governmental action restricting or prohibiting the publication of certain materials or limiting free access to such materials. Our society has no place for legislative efforts to coerce the taste of its members, to restrict adults to reading matter deemed suitable only for children, or to inhibit the efforts of creative persons in their attempts to achieve artistic perfection. When we prevent serious artists from dealing with truth as they see it, we stifle creative endeavor at its source. Those who direct and control the intellectual development of our children--parents, teachers, religious leaders, scientists, philosophers, statesmen--must assume the responsibility for preparing young people to cope with life as it is and to face the diversity of experience to which they will be exposed as they mature. This is an affirmative responsibility that cannot be discharged easily, certainly not with the added burden of curtailing one's access to art, literature, and opinion. Tastes differ. Taste, like morality, cannot be controlled by government, for governmental action devised to suit the demands of one group, thereby limits the freedom of all others.

5. We oppose labeling any work of literature or art, or any persons responsible for its creation, as subversive, dangerous, or otherwise undesirable. Labeling attempts to predispose users of the various media of communication, and to ultimately close off a path to knowledge. Labeling rests on the assumption that persons exist who have a special wisdom, and who, therefore, can be permitted to determine what will have good and bad effects on other people. But freedom of expression rests on the premise of ideas vying in the open marketplace for acceptance, change, or rejection by individuals. Free men choose this path.

6. We, as guardians of intellectual freedom, oppose and will resist every encroachment upon that freedom by individuals or groups, private or official. It is inevitable in the give and take of the democratic process that the political, moral, and esthetic preferences of a person or group will conflict occasionally with those of others. A fundamental premise of our free society is that each citizen is privileged to decide those opinions to which he will adhere or which he will recommend to the members of a privately organized group or association. But no private group may usurp the law and impose its own political or moral concepts upon the general public. Freedom cannot be accorded only to selected groups for it is then transmuted into privilege and unwarranted license.

INTELLECTUAL FREEDOM STATEMENT

7. Both as citizens and professionals, we will strive by all legitimate means open to us to be relieved of the threat of personal, economic, and legal reprisals resulting from our support and defense of the principles of intellectual freedom. Those who refuse to compromise their ideals in support of intellectual freedom have often suffered dismissals from employment, forced resignations, boycotts of products and establishments, and other invidious forms of punishment. We perceive the admirable, often lonely, refusal to succumb to threats of punitive action as the highest form of true professionalism: dedication to the cause of intellectual freedom and the preservation of vital human and civil liberties.

In our various capacities, we will actively resist incursions against the full exercise of our professional responsibility of creating and maintaining an intellectual environment which fosters unrestrained creative endeavor and true freedom of choice and access for all members of the community.

We state these propositions with conviction, not as easy generalizations. We advance a noble claim for the value of ideas, freely expressed, as embodied in books and other kinds of communications. We do this in our belief that a free intellectual climate fosters creative endeavors capable of enormous variety, beauty, and usefulness, and thus worthy of support and preservation. We recognize that application of these propositions may encourage the dissemination of ideas and forms of expression that will be frightening or abhorrent to some. We believe that what people read, view, and hear is a critically important issue. We recognize, too, that ideas can be dangerous. It may be, however, that they are effectually dangerous only when opposing ideas are suppressed. Freedom, in its many facets, is a precarious course. We espouse it heartily.

STATEMENT ON LABELING
(Adopted by the A.L.A. Intellectual Freedom Committee, June 20, 1971)

Because labeling violates the spirit of the LIBRARY BILL OF RIGHTS, the American Library Association opposes the technique of labeling as a means of predisposing readers against library materials for the following reasons: (1) Labeling is an attempt to prejudice the reader, and as such it is a censor's tool. (2) Although some find it easy and even proper, according to their ethics, to establish criteria for juding publications as objectionable, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association must oppose the establishment of such criteria. (3) Libraries do not advocate the ideas found in their collections. The presence of a magazine or book in a library does not indicate an endorsement of its contents by the library. (4) No one person should take the responsibility of labeling publications. No sizable group of persons would be likely to agree either on the types of material which should be labeled or the sources of information which should be regarded with suspicion. As a practical consideration, a librarian who labels a book or magazine might be sued for libel.

STATEMENT ON LABELING

(5) If materials are labeled to pacify one group, there is no excuse for refusing to label any item in the library's collection. Because authoritarians tend to suppress ideas and attempt to coerce individuals to conform to a specific ideology, the American Library Association opposes such efforts which aim at closing any path to knowledge.

RESOLUTION ON NONREMOVAL OF CHALLENGED LIBRARY MATERIALS
(Adopted by the A.L.A. Intellectual Freedom Committee, June 20, 1971)

Whereas, the LIBRARY BILL OF RIGHTS states that no library materials should be proscribed or removed because of partisan or doctrinal disapproval, and Whereas, constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line, and Whereas, any attempt, be it legal or extra-legal, to regulate or suppress material must be closely scrutinized to the end that protected expression is not abridged in the process, and Whereas, the Constitution requires a procedure designed to focus searchingly on the question before speech can be suppressed, and Whereas, the dissemination of a particular work which is alleged to be unprotected should be completely undisturbed until an independent determination has been made by a judicial officer, including an adversary hearing, therefore, the premises considered, be it Resolved, that the American Library Association declare as a matter of firm principle that no challenged library material should be removed from any library under any legal or extra-legal pressure, save after an independent determination by a judicial officer in a court of competent jurisdiction and only after an adversary hearing, in accordance with well-established principles of law.

APPENDIX B

PART I

STATEMENT ON LEGAL TITLE[5]
of the Rare Books and Manuscripts Section of the Association of College and Research Libraries. Approved by the ACRL Board of Directors on February 1, 1973, in Washington, D.C.

1. Every library should acquire proper and legal title to all gifts of books, manuscripts, and other materials, which have significant monetary value. It is recognized, however, (a) that it is often impossible to acquire title to collections many years after they have been received by the library; (b) that frequently, where small collections of materials are involved, the donor may not be certain exactly where title rests; and (c) that when single items or very small collections are involved, donors often do not wish to become involved in library gift procedures.

2. Many libraries still accept temporary deposits. As a general principle, such gifts ordinarily should not be accepted unless (a) the library has reason to believe that a temporary deposit is the only way in which the material is likely to be preserved; or (b) the library has reason to believe that a temporary deposit will in time be changed to a permanent gift; or (c) except where ownership of corporate records is governed by state and/or federal regulations.

3. Ordinarily transfer of legal title by gift is accomplished by a properly executed form, variously described as "Instrument of Gift" or "Certificate of Gift." This form should include the following: (a) name and address of the donor; (b) description of the gift; (c) statement of transfer of legal title, and where possible and applicable, copyrights and literary rights; (d) any restrictions; (e) directions concerning disposal of unwanted items.

The form must be (1) signed and dated by the donor and (2) witnessed and dated by another party who is neither related to the donor nor employed by the institution receiving the gift.

An additional evidence of proof would be the notarization of the donor's and witnesses' signatures.

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[5]"Statement on Appraisal of Gifts" College and Research Libraries News, Vol. 34, No. 3, March, 1973, p.50.

CERTIFICATE OF GIFT FORM

APPENDIX B

Part II

CERTIFICATE OF GIFT

ROBERT L. PIERCE LIBRARY, UNIVERSITY OF WISCONSIN-STOUT

Name of donor: _____

Address: _____

_____

Description of gift: _____

_____

_____

_____

Copyrights and/or literary rights if applicable: _____

_____

As owner, I hereby donate the above to the Robert L. Pierce Library, University of Wisconsin-Stout with no restrictions on the future use or disposal of said items.

Donor's signature:_____ Witness' signature:_____

Date:_____ Date:_____

Witness must not be related to donor nor employed by UW-Stout.

No temporary deposits accepted.